



Feedback and marking

Feedback helps children understand what they have learned and what to do next. We recognise success, give manageable next steps and use what we learn about pupils' understanding to adapt teaching.

How we help children improve

Teachers share the learning intention (what children are learning) and model a good example. They check understanding through questions, observation and pupils' work. Feedback may be spoken, modelled, given to a group or class, or written. Written comments are not needed on every piece of work.

Children have time to act on feedback: Fix It means correcting an error; Purple Polish means improving work, using purple pen where appropriate. Adults mark in green pen and check that children understand their next step. In writing, no more than three spellings are selected for correction, matched to the child's attainment.

Our feedback code

Symbols are taught and used according to each pupil's age and stage. Children use the symbols they understand and can act on. Language, prompts and support are adapted for individual needs, including SEND. Traffic light colours show progress towards the learning intention; they are separate from the green marking pen.

Code	What it means and what the child can do
	Learning achieved — I can do this and use it again.
	Nearly there — I need more practice with some parts.
	Not yet achieved — I need help with this learning.
	Discuss your work with an adult.
	Check your answer.
	Check your punctuation.
	Check the spelling.
	Think of a better word.
//	Start a new paragraph.
^	Add a missing word.
	Spoken feedback has been given.
Purple pen	Improve your work or help a partner improve theirs.

Stickers and stamps may also celebrate effort and achievement.

At home, ask: "What went well?" and "What will you improve next?"

Read this summary alongside our full Feedback and Marking Policy.